

Publications Committee

BULLETIN
OF
THE UNIVERSITY OF TEXAS

No. 370

GENERAL SERIES NO. 38

NOVEMBER 10, 1914

The Texas History Teachers' Bulletin

(Volume 3, No. 1, November 15, 1914)



Published by the University six times a month and entered as second class matter at the postoffice at Austin, Texas

The Texas History Teachers' Bulletin

Edited by the History Staff of
The University of Texas

EUGENE C. BARKER
W. E. DUNN
FREDERIC DUNCALF
MILTON R. GUTSCH

WILLIAM R. MANNING
FRANK BURR MARSH
CHAS. W. RAMSDELL
THAD W. RIKER

Managing Editor
MILTON R. GUTSCH

The Texas History Teachers' Bulletin is issued in November, February, and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practical and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general.

Address

THE TEXAS HISTORY TEACHERS' BULLETIN
The University of Texas, Austin, Texas

The Texas History Teachers' Bulletin

(Volume 3, No. 1, November 15, 1914.)

This Bulletin is the organ of expression of the History Teachers of Texas. The editors disclaim responsibility for statements of fact or opinion herein.

CONTENTS

FREDERIC DUNCALF, Social and Economic History	3
E. M. DAY, History in San Marcos High School	7
F. B. MARSH, Map Work in Ancient History	17
Program of History Teachers' Section	19
J. B. LAYNE, Preparation for History Teaching	20
Should High School Courses be Reorganized?	23
Personals and Locals	24
Book News	29

PUBLISHED BY
THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS

Entered as second-class mail matter at the postoffice at
Austin, Texas

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar.

SOME REASONS FOR TEACHING SOCIAL AND ECONOMIC HISTORY IN THE HIGH SCHOOL HISTORY COURSES

History, as a subject of instruction in the High Schools, has not yet come to its own. In spite of all the literature on history teaching, and the efforts that are being made to make it realize its possibilities, history is in danger of being supplanted by other subjects, to which it is in no sense inferior in educational promise. The blame for this must be laid at the door of the history teacher, for in the great majority of secondary schools, history as taught fails to realize the results that might reasonably be expected. History as a subject is suffering from the sins of those who profess to give instruction in it.

The criticisms of history are partly due to the present day clamor for instruction in practical subjects. Extremists of the modern educational propaganda seem to feel the necessity of eliminating all information that cannot find direct, practical application in life. History need yield no ground on this point, for, if taught correctly, it can give a training and point of view that are most beneficial in every day affairs. However, intent on rearranging the High School curriculum, reformers are presenting various plans for shortening or shifting the emphasis of the history course. It is quite probable that a better arrangement than that of the Committee of Seven may be found, but the suggested reforms do not seem to be entirely bona fide efforts to improve the position of history. This paper wishes to suggest what influences may be responsible for these proposed changes and to consider briefly their validity.

The present widespread interest in social and economic questions, consciously or unconsciously, has produced a changed attitude toward the study of history. At least that is the contention of this paper. The changes that have taken place in our national lines of development during the last decade have increasingly forced economic questions upon the attention of all classes of people. There has been a growing demand for information on all such subjects, to which the newspapers and popular magazines have generously responded. The average citizen is becoming more and more alive to the necessity of finding solutions to the economic

and social questions that are constantly being discussed. This widespread interest has led to a growing demand for instruction in social and economic subjects in the schools, and it is necessary to satisfy this demand.

How can the history teacher meet this demand? By putting more emphasis on the social and economic side of history. This is the most direct answer possible, and it is quite in keeping with present day historical tendencies. Every generation has a different viewpoint concerning history, and today the social and economic phase, which has been too much neglected in the past, is being exploited, and emphasized by historical writers. Why, then, should the teacher hesitate to present this side of history? Such treatment need in no sense detract from political, constitutional or religious history. It will only make these phases of development seem more reasonable and intelligible. To trace the social and economic development that runs through history, gives it greater unity and adds important elements that make its final interpretation more accurate. The teacher may be sure that by emphasizing this side more it will be more appreciated at the present time than any other kind of history.

Moreover, history so taught, can form the best possible preparation for the later study of economics. The tendency of modern economic thought is toward the theoretical, rather than the historical. Thus the modern economist seems to have less use for history than his predecessors. This change in economics, however, has made it more difficult to present the subject to young students in such a way as to give them any satisfactory knowledge and understanding of the complexities of the modern world. The study of the social and economic phases of history can do much to remove this difficulty. The student can study the social and economic arrangement of society in the past, when it was much less complex and was arranged on more simple lines of organization. He will acquire an understanding of the origin and development of our modern society, that will better enable him to understand the present, and, in the meantime, he will be getting the training and perspective that history alone can give.

To illustrate: if the student is shown the plan of the three field system of crop rotation and the agricultural methods of the medieval rural community, he will see our present agricultural meth-

ods from a new angle. The average student knows something of the principles of modern business organization, but he will do more thinking about the purpose and character of corporations and partnerships, if he learns the first steps that were taken in business organization, and is for example shown the way in which the joint stock companies developed, which played so important a part in the colonization of America. The study of such topics in history will force the student to apply his knowledge of modern conditions as a basis of comparison. He will gain a new way of looking at the practices and customs about him because of his extended background, and will be ready to study present-day economics more intelligently.

Various plans have been suggested by which the time spent on the Ancient, Medieval, and Modern periods can be reduced and greater emphasis placed upon very recent history. Such a concession will not satisfy the economist, if that is one of the reasons for the proposed change. The teacher of history, whose first interest is economics would care very little for anything but a very brief background, and history cannot yield its place so completely as to reduce the opportunities that it now has of conferring real benefits. The present High School history curriculum has too much justification to be changed unless there is reason to believe that the advantages that history itself can give will be increased.

To reduce the study of the early periods of history to a mere survey means the practical elimination of these fields from the curriculum, as far as any satisfactory results are concerned. It is believed that the main course of the development of civilization can be traced in much less time, but it must be remembered that the student who is beginning the study of history is not ready to grasp the significance of historical development in such general outlines. He can be told the meaning of it all, but what will it really mean to him, when he has had no training in history study? Historical background and historical perspective cannot be obtained in any such summary fashion. Such a plan is too much in keeping with our present-day tendency of thinking that teaching consists in imparting information, without waiting to see whether it is digested or thought out by the student. People to-day live too much in the present, and are too easily satisfied with

the reading of the daily paper. They fail to realize that more background than the newspaper can give is necessary for any understanding of life.

The study of very recent history fails to take the student far enough away from the present. The conditions of life and the habits of thought are too familiar. On the other hand, it requires a distinct effort to understand the life of the Greek and Roman world; and this means that the student who does get some appreciation of its organization and characteristics has acquired a new point of view that will react on his views of the present. The study of a period of history that is radically different in all its characteristics has the same broadening educational value as travel. The customs and institutions of other people always have their justification and oftentimes are superior to our own. Whoever appreciates this fact has learned to look at his own environment from a different angle. History teaching should develop such a point of view. To limit the history course would make it more difficult to give the student the totally different conceptions of human life and thought that can be found in the earlier periods of human progress.

Thus it would seem reasonable for the history teacher to consider the general interest in social and economic questions and incorporate these phases of historical development. This will result in the students obtaining a broader view of history, and the teacher will be presenting the results of recent historical study. This should also satisfy the demand for up-to-date history; and will destroy the validity of the requests for a reduction of the time spent on the earlier periods of history. After all the responsibility for the success or failure of history rests with the teacher. If taught so as to give the training and broad point of view that it can give, history would be above criticism as a High School subject. Unfortunately, it is too often taught in the old-fashioned way, and the students fail to show the results that should come from the study of history. No rearrangement or change of emphasis will remedy this situation. As teachers of history let us strive to know and teach the kind of history that the present-day American youth requires.

FREDERIC DUNCALF,
University of Texas.

HISTORY IN THE SAN MARCOS HIGH SCHOOL.

Knowing that no study of our present High School system conduces more to the breadth and liberality of thought than does the study of history; also realizing that history as yet has not received in many schools of our state its rightful consideration in the process of unfolding natural character, the proper understanding of facts in relation to each other, and last, but not least, the proper correlation of the history, the geography, and the literature of the peoples of the past as well as that of the present, it will be the aim of this department to accomplish these ends. Not by the use of some favorite text-book alone, for a text-book is not a catechism but a store-house, in which one finds what he wants, and some good things besides, but through the instrumentality of many and varied factors.

It is impossible with the short time allowed for the pupil of the High School to hunt down unaided the many gems of history, of literature, and the many geographical features which are indispensable for a broad understanding of historical development. But with proper guidance and an economical use of time on the part of the teacher who knows where to find those valuable excerpts, it will be possible for the pupil to accomplish in a few months what, otherwise, would require many months of general reading.

The work in this department for the first year consists in a detailed study of West's *Ancient World*, supplemented by the *Ivanhoe Note-Book*. In addition to these each pupil will be required to build an outline note-book to be preserved and used throughout the four years' work in the High School, thus forming a continuity of thought and work otherwise impossible.

In the second year the initial work is a review of the Rise of the Teutonic Peoples as a prelude to West's *Modern History*. This is an important factor, otherwise the pupil may lose interest. The threads of the narrative have become numerous and tangled, and it takes a master hand to disentangle the many lines which are to emerge and form the basis of the civilization of modern times. It is the critical period of history study on the part of the high school pupil, the passing from *Ancient to Modern History*. The *Ivanhoe Note-Book* and outline note-book will be used as in the first year.

The third year consists in a study of Cheyney's Short History of England supplemented by such helps as are used in the preceding years. A proper understanding of England's development socially and politically will materially assist the high school pupil in a proper understanding of constitutional development in America, making a valuable preparation for the last year's work in the High School; in addition giving that necessary knowledge of that one branch of the Teutonic race who were his immediate forefathers.

In the fourth and last year's work of this department Adam & Trent's American History is used. Particular stress will be placed on the rise of democratic innovations and the relation of the individual to his state. Special interest will be taken in the social and industrial development during the last half century. These are the chief factors that will lead the pupil to a conception of his country as a worldwide nation.

The second half of this year is used in a study of Townes's Civil Government, preparing the pupil to become a citizen capable of exercising those rights and relations existing between the individual and city or precinct, the county, the state, or the nation. With these ends accomplished, the work of this department has given to the pupil, not a mass of unrelated events, dates and names, but an all-absorbing story, true in its making, yet stranger than fiction, splendid in its development and in its continuity sublime.

The following is an outline of the French Revolution prepared for use in the course in Modern History in the San Marcos High School:

THE FRENCH REVOLUTION

INTRODUCTION

Every aristocracy has its three ages: it is founded in its age of violence; it degenerates into its age of privileges; and in its age of vanity it is extinguished.—Chateaubriand.

Intellectual Revolution—In Italy (Renaissance).

Religious Revolution—In Germany (Reformation).

Political Revolution—French Revolution.

The French Revolution and the Puritan Revolution compared as to results and means.

The French Revolution was a creating force even more than a destroying one; it was an inexhaustible source of fertile influences; it not only cleared the ground of the old society, but it manifested all the elements of the new society.—Frederic Harrison.

It was constructive as well as destructive. But it cut loose from the past, and started Europe upon new lines of growth.

CONDITIONS BEFORE THE REVOLUTION

- (1) Privileged Drones. Nobility and the Higher Clergy.
- (2) The Bourgeoisie. Artisans, Doctors, and Lawyers.
- (3) The Burdened Workers. Peasants.

1. Read Arthur Young's Travels in France.

References: Millet's "Man with the Hoe." Also his Angelus. Pictures that show the abject misery and degradation better than a dozen lectures. Show that this was not peculiar to France, but was general over the continent.

Read Edwin Markham's poem on the "Man with the Hoe." It typifies the peasant of this period fully.

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,
And on his back the burden of the world.

E. C. Jones's poem, "The Song of the Lower Classes," may be used at this stage.

And whenever he lacks, upon our backs
Fresh loads he deigns to lay;
We're far too low to vote the tax,
But not too low to pay.

Read Carlyle's estimate of these workers; ability to fight when the struggle slips from the middle class. Creasy, 370-374.

2. Land owned by the Higher Nobility and Higher Clergy. Taxes paid by these two classes. Corvée, Taille, Gabelle. Hunting privileges of the nobility.

References: Readings in European History, Robinson. French Revolution, Carlyle, 82.

West, 288, 289.

Inequality of taxation, Duruy, 512. How wasted, West, 310-11.

The *Lettres de cachet*. Abuse, Duruy.

Taxes had more than doubled since 1715, yet Louis XV did nothing to remedy matters. "Things will go on as they are as long as I live; my successor may get out of the difficulty as well as he can." "After us the deluge," he exclaimed with Madame Pompadour.

3. Bourgeoisie. Importance, West, 291.

PERSONS

Voltaire—Read J. R. Lowell's estimate of Voltaire. While in exile he read Locke, Newton, and Shakespeare and returned to mock the divine right of kings.

Montesquieu—Reasoned about the function and proper limitations of government. Read Duruy.

Rousseau—Wrote that all men were equal.

Louis XVI—"That son of sixty kings." (Carlyle.) Marie Antoinette.

Turgot—The privileged class. Feudal burdens. National Bankruptcy.

Necker—The American war. Its cost and influence. Years of scarcity. Ecclesiastical administration, judicial organization. Duruy. Also read "New France," Parkman.

France was a patchwork of territories and each province had its own laws.

Note the power of the Intendants.

Provincial estates.

Parliament of Paris.

References: Louis XVI:

"The King with all his kingly train
Had left his Pompadour behind,
And forth he rode in Senart's wood
The royal beasts of chase to find."

John Sterling (Poem).

Calonne and the Notables, 1781-86.

Chief Institutions of France: (1) A monarchy, centralized and despotic. (2) An aristocracy, privileged and corrupt. (3)

An established church, wealthy (higher clergy). (4) Below these the masses.

Calling of the States General, May 5, 1789, the first time since 1614. Soon merged into the National Assembly through the efforts of Sieyès and Mirabeau.

The Tennis Court Oath, June 20.

National Guard, Militia called by the King. 48,000 men.

Fall of the Bastille. Read Duruy and Carlyle. July 14.

Abolition of Privileges (shows the emotional nature of the French), August 4.

The Joyous Entry. West, 320.

Clubs, Jacobins, Cordeliers.

Assignato:

Flight of the king and his capture.

Declaration of Pilnitz.

Legislative Assembly, October 1, 1791—September, 1792.

War declared. Read Duruy, 550. Girondist called to the ministry. Read Harbell on the Girondists.

Read West, 332. Leaders: Marat, Robespierre, and Danton.

Massacre of the Swiss Guards. The Lion of Lucerne. Marseillaise, Lisle.

September Massacre.

Battle of Valmy. Read Creasy.

The Convention, 1792-1795.

Execution of the king, January 21, 1793. Glorious campaign of 1793, Duruy.

Fall of the Girondists and the Committee of Public Safety.

Reign of Terror at Home. Charlotte Corday. Read Carlyle, Vol. II, 253.

Constructive Work of the Convention. Read West and Duruy.

Ruin of the Jacobins. Robespierre executed. Carnot, the War Minister.

THE DIRECTORY

Five Directors, etc. The Affair of Vendemiaire.

Napoleon Bonaparte was born on the island of Corsica August 15, 1769. Trained at the military school at Brienne, also at the military school at Paris.

Read "Life in Paris during the Reign of Terror," Stephens.

FRENCH REVOLUTION AND THE NAPOLEONIC WARS

CAREER OF NAPOLEON BONAPARTE

UNDER THE CONVENTION

Siege of Toulon.

Repulse of the mob in the streets of Paris.

The Directory: October 27, 1795—November 9, 1799. Five Directors, two Houses. Council, 500; Council of the Ancients, 250.

Italian Campaign, 1796-1797: Millesimo, Lodi, Siege of Mantua, Arcole, Peace of Campo Formio. Holland given to the French Republic and important lands west of the Rhine. Northern part of Italy formed into the Cis-Alpine Republic. Venice given to Austria.

Campaign in Egypt, 1798-1799: Capture of Malta. Battle of the Pyramids. Read Duruy. Napoleon's remarkable speech. Siege of Acre; Battle of Nile. Read Hemans' "Casibianca."

The boy stood on the burning deck,
Whence all but he had fled.

Napoleon returns to France, leaving Kleber in command, where he quietly awaits the fall of the Directory. The Cromwell Act.

The 18th Brumaire. Read what Sieyès said. Duruy and Carlyle.

THE CONSULATE

November, 1799-1804.

Marengo and Hohenlinden. Read Campbell's poem.

On Linden, when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow,
Of Iser, rolling rapidly.

Peace of Luneville, February, 1801. Read Duruy.

Peace of Amiens, March, 1802. Loss of Egypt. Malta restored to the Knights.

Glorious administration of Bonaparte, 1801-1805. Emperor, 1804.

Code Napoléon. Concordat. Recalled the emigrants and priests. Built canals, roads and developed agriculture. His brothers and

sisters became princes and princesses. Legion of Honor. Read Thier's "History of the Consulate and the Empire."

THE EMPIRE

Battle of the Baltic. Seizure of the Danish fleet by England. Read the poem by Campbell.

Of Nelson and the north
Sing the glorious day's renown,
When to battle fierce came forth
All the might of Denmark's crown.

Third Coalition against France, 1805.

Trafalgar. Readings in English History, Cheyney, 655.

Austerlitz, Napoleon's speech, Robinson, 485. William Pitt.

Confederation of the Rhine.

Prussian Campaign, Jena and Auerstadt (October 14, 1806).

Continental Blockade. Duruy, Robinson.

Eylau and Friedland, 1807. Peace of Tilsit, July 8.

Invasion of Spain, 1808 (Peninsular War). Corunna. Death of Sir John Moore.

Not a drum was heard, not a funeral note,
As his corpse to the rampart we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero was buried.

—*Charles Wolf.*

War with Austria, Wagram, July 6, 1809. (Fifth) Peace of Vienna.

Josephine divorced and marriage to Maria Louisa, 1810. Its effect upon the career of Napoleon. Read Ridpath, Duruy, and Morris.

Invasion of Russia, June, 1812. Five hundred and fifty-three thousand men. Passage of the Niemen.

Borodino. Capture of Moscow. Burning of the city.

Retreat from Moscow, October 19 (Ney, the bravest of the brave).

Read Stephen's "Revolutionary Europe, 1789-1815," chaps. VII-XI.

The Allies against Napoleon, 1813-1814.

Austria declares war upon France, August 12, 1812. The Allies placed three main armies in the field. England helped with money.

- (1) The great Bohemian army under Schwartzenberg.
- (2) The Silesian army under Blucher.
- (3) The Northern army under Bernadotte.

Battle of Dresden. Battle of Leipzig. (Battle of the Nations.)

Passage of the Allies across the Rhine. Paris taken March, 1814, after a long series of battles. Napoleon abdicates at Fontainebleau in favor of his son. The Allies reject it.

He received from the Allies the Island of Elba as a principality and an annual income of two million francs to be paid by France. His wife was given several duchies with sovereign powers.

THE RESTORATION

Return of the Bourbons, Louis XVIII, 1814-1824.

Congress of Vienna, 1815. Treated France leniently. Its object. West.

Failure of the restored Bourbon. Discontent in France. Tricolor cockade.

Return of Napoleon.

The Hundred Days. Battle of Waterloo, June 18, 1815. Read description in "Les Miserables," Ridpath's "History of the World," Creasey's "Decisive Battles." These represent the battle from the French, an American and an English standpoint. Read also from "Childe Harold" as follows: Canto III.

There was sound of revelry by night,
And Belgian's capital had gathered then
Her beauty and her chivalry.

Second Capture of Paris, July 7.

Napoleon tries to reach America, but finding it an impossibility he reports on the ship Bellerophon and is taken to England.

Banished to St. Helena. Dies there May 5, 1821.

References: Napoleon and his Marshals, Headly.

Pen picture of Napoleon at Regensburg by Browning:

You know we French stormed Ratisbon;
A mile or so away,
On a little mound, Napoleon

Stood on our storming day;
With neck out-thrust, you fancy how,
Legs wide, arms locked behind,
As if to balance that prone brow,
Oppressive with its mind.

Bronze statue of Napoleon. From the French of Barbier:

The work is done! the spent flame burns no more,
The furnace fires smoke and die,
The iron flood boils over. Ope the door,
And let the haughty one pass by!

The Grave of Napoleon. Leonard Heath. At St. Helena.

On a lone barren isle, where the wild roaring billows
Assail the stern rock, and the loud tempests rave.

Carlyle's estimate of the result of the work of Napoleon: Napoleon apostatized from his old faith in facts, took to believing in semblances; strove to connect himself with Austrian dynasties, popedom, with the old false Feudalities which he once saw clearly to be false. Self and false ambition had now become his god.
* * * For an hour the whole universe seems wrapped in smoke and flame; but only for an hour. It goes out: the universe with its old mountains and streams, its stars above and kind soil beneath, is still there. What Napoleon did will in the long run amount to what he did justly, all the rest is smoke and waste.

At the grave of Napoleon in Paris: Ingersoll.

"A little while ago, I stood by the grave of the Old Napoleon—a magnificent tomb of gilt and gold fit almost for a dead deity—I leaned over the balustrade and thought about the career of the greatest soldier of the modern world.

"I saw him walking upon the banks of the Seine, contemplating suicide,—I saw him at Toulon,—I saw him putting down the mob in the streets of Paris,—I saw him at the head of the army of Italy,—I saw him crossing the bridge of Lodi with the tricolor in his hand,—I saw him in Egypt in the shadow of the Pyramids,—I saw him conquer the Alps and mingle the eagles of France with the eagles of the crags,—I saw him at Marengo, at Ulm and Austerlitz,—I saw him in Russia where the infantry of the snow and the cavalry of the wild blast scattered his legions like the winter's

withered leaves,—I saw him at Leipsic in defeat and disaster, driven by a million bayonets back upon Paris—clutched like a wild beast—banished to Elba,—I saw him escape and retake an empire by the force of his genius,—I saw him on the frightful field of Waterloo where Chance and Fate combined to wreck the fortune of their former king,—and I saw him at St. Helena, with his hands crossed behind his back, gazing out upon the sad and solemn sea.”

“Last Days of Napoleon,” Tarbell.

Heroes’ Mound, Waterloo. Stoddard’s Lectures.

Chateau of Hougomont. Stoddard’s Lectures.

THE BONAPARTE FAMILY

Joseph, Napoleon, Lucien, Elisee, Louis, Pauline, Caroline, Jerome.

Louis married Hortense, stepdaughter of Napoleon I.

E. M. DAY,
San Marcos High School.

MAP WORK IN ANCIENT HISTORY

The importance of geography in the teaching of history is every year being more emphasized, as a result of which map work of one kind and another is receiving much more attention than in the past. Personal experience has led the writer to feel that certain principles are not kept sufficiently in view by the teachers of history. These principles will be considered in this paper in the hope that the discussion will not be without value to other teachers in the same field.

Experience has shown that the preparation of a map is not in itself sufficient to teach historical geography. A student can prepare an excellent map of Greece, for example, and yet gain no idea of the geography of that land. He may have located Athens and Sparta and may have done so correctly, and yet, if questioned later in the class, he may be found to have no definite idea of where these two cities are situated.

Map drawing by itself and of itself, then, does not seem to possess the value sometimes attributed to it. The reason is not far to seek. If the student has only the task of reproducing a map given in the text-book or in an atlas he can do so with comparatively little thought or attention. He can color this district or that, as it is before him, without in any way thinking of what this coloring signifies. He can note the position of Athens and reproduce it, without any positive impression and in a manner largely mechanical. Of course in a sense he has seen and noticed, but only with a small part of his mind. He holds it in mind only long enough to reproduce it and then promptly dismisses it, relegating it to the forgotten things.

This difficulty can be overcome fairly easily. The teacher can assign a number of place names to be located in class upon an outline map. The outline maps must not be filled in, in advance of the class, but in class. The student, consequently, must rely largely upon his memory. Exercises of this kind do far more to fix clearly in mind the main facts of geography than innumerable home exercises. One defect, however, remains. The map work is a thing apart from the history, not an integral part of it; it is

looked upon, not as a help to the student, but as an additional task without any meaning.

But this difficulty, too, may be overcome, to some extent at least. Introduce the problem element and a solution is at hand. The map preparation will call for some thought on the part of the student and will help him to understand a part of the lesson. A lesson in comparisons between maps of different periods for the purpose of noting territorial expansion or other changes illustrate the point in mind. The changes enumerated and explained in the text are indicated on the map, and the map thus becomes of obvious value in a student's preparation. To cite a definite example—the Punic War. Let the student draw a map, showing the possessions of Rome and Carthage at the beginning of the strife. Then make him note upon the map all the territorial results of the war, the information to be derived from the text-book. The map has now become, not an added task, but a decided help to the student in comprehending the lesson. So, also, the territorial changes involved in treaties are much more comprehensible to the student if indicated by him upon a map than if memorized from the text.

If the map work called for be organized in this way, so that each map demands a solution of some problem and the acquisition and use of information derived from the text, instead of a mere reproduction of certain lines and colors, the natural tendency to inattention will be largely overcome. The work is no longer wholly mechanical, but requires thought and careful attention. If care be taken so that the problem selected be one naturally arising out of the class work, one that will be of real service to the student in the preparation of his lesson, the work instead of being external to the course, becomes a vital part of it. The selection of such problems is not a matter of great difficulty. Of course no rigid list can be prepared, as much depends upon the maps accessible to the student as well as the information contained in the text-book. The principle to be kept in mind is that the map to be drawn by the student must never be a mere reproduction of one given in the text or atlas, but must involve a comparison of several maps or a use of information contained in the text. Maps like the following are especially desirable: Map of the Athenian Empire, showing the dependencies of Athens that revolted and joined

Sparta after the disaster of Syracuse; map of the Roman possessions, showing the territory overrun by Mithridates and then reconquered by Pompey; map showing the addition to Roman territory made by Pompey and Caesar.

F. B. MARSH,
University of Texas.

**THE HISTORY SECTION OF THE STATE TEACHERS'
ASSOCIATION.**

The meeting of the History Section will be held at San Antonio during the Thanksgiving recess. The hours and place of meeting have not yet been announced, but can be learned from the program which the Teachers' Association will issue before the meeting. The officers of the Section have earnestly requested a larger room for the meeting than that provided for the last two meetings, at both of which the cramped quarters excluded many who wished to attend the meeting.

PROGRAM

Election of Officers.

Report of Committee on History Teaching in Texas, Thomas Fletcher, Assistant Visitor of Schools, University of Texas.

The Effectiveness of History Teaching as Shown by a Recent Experiment, Superintendent D. F. McCollum, Llano.

The History Recitation: A Demonstration, Miss Harriet Smither, Cleburne High School.

The Teaching of Contemporary History, M. R. Gutsch, Instructor in Medieval History, University of Texas.

General Discussion.

PREPARATION FOR HISTORY TEACHING

The anxiety of pupils after they had been assigned special reports so impressed me that last summer when I was informed that I was expected to teach history the next session, I began to make such preparations as would save time for the pupils and would enable me to do more systematic work.

Just here permit me to say that the ordinary set of outlines as used in our schools is worth but little to the pupils, and I desire in this statement to show that there is a better substitute. The note-book work that is being used by the writer cost him the labor of three weeks of diligent research in the high school library in hunting references, so that the exact page references could be made when material supplementing the regular text was desired.

It was my pleasure to prepare, before the opening of the present session, this set of thought questions which has been consistently followed for three months with results very gratifying.

The printer was asked to prepare paper to use in the ordinary Welch binder, about eight and one-half by nine and one-half inches, punched, to fit the binder. The best quality of typewriter paper is used, which is furnished the pupil at ten cents per fifty sheets, with the work outlined for them to fill in. Enough space follows each question for the answer to be inserted. When a question is inserted that requires investigation outside the text, the book and page are given where the information can be found.

It is attempted to make these questions thought questions. Since so much of Modern History is dependent upon a few of the European nations, especial interest is given to the relations of these nations to our own country, and particularly the relation of England and our own country. Since some questions require more space than others, no regularity is given the spacing between the questions, the nature of the question determining the amount of space allowed for the answer. This note-book work will consist of about sixty pages, exclusive of maps. The class will be divided into five sections, to each of which will be assigned one note. One member in each section will be required to report on some subject at some specified time. The other members of the class will

be required to take notes while the report is being read, and will prepare a theme on this report. To illustrate: I distributed the following books which I thought would appeal to the boys of my class: Genghis, Kahn-Abbott; Moors in Spain, Florian; William the Conqueror of England, Abbott; Alfred the Great of England, Abbott; The Talisman, Scott. I was not mistaken for the boys are eager to get a chance to report on them, thereby accomplishing the desired object. Each of these books contains about 225 pages of very thrilling matter of vital importance.

At proper places we insert maps that are furnished by the Welch people at seventy-five cents per hundred. Care is taken with the maps in order to approach accuracy; from ten to twelve maps will be made during the year.

All these outlines are made on the typewriter by making carbon copies for each pupil. There will be about three thousand pages to make, and at a conservative estimate of three days of diligent toil. This, however, could be lessened by using a mimeograph for copying. There are other phases of this work that cannot be enumerated in this article.

The material for this work will cost the pupil twenty cents for the entire year, which is as reasonable as could be expected.

In order to have a stimulus for accuracy and neatness, one-third of the credit is given these note-books which are handed in at the close of each month.

J. B. LAYNE,
Comanche High School.

SHOULD THE HIGH SCHOOL HISTORY COURSE BE RE-ORGANIZED?

The order of the history units in the Texas high schools is, as a rule, Ancient History in the first year, Medieval History in the second year, English History in the third year, and American History and Civics in the fourth year. To the thoughtful teacher this arrangement is not wholly satisfactory.

Eighth grade pupils often do not seem to possess the maturity and training necessary for a successful attack upon Ancient History as it is presented in current text-books. Some teachers have attempted to eliminate this difficulty by introducing an elementary course of English History in the eighth grade and shifting Ancient History to the ninth grade. Other teachers endeavor to abridge the Ancient History so as to adapt it to eighth grade pupils.

History teachers have long since realized that the modern period of general history does not receive an allotment of time in proportion to the significance of this division of the subject. Indeed, it too often happens that so much time is consumed in the study of Ancient and Medieval History that the pupil gets only the hasty view of Modern History.

When the study of civil government is postponed until the last year of the high school, only a small per cent of the pupils are afforded an opportunity to study that subject which is so highly esteemed as a preparation for citizenship.

In view of the alleged defects in the present organization of our high school history course, the following questions seem to be pertinent and worthy of investigation.

1. Should there be an abridgment of Ancient History so as to better adapt it to the needs and capacity of eighth grade pupils?
2. Should there be a readjustment of the great divisions of general history so that more emphasis may be placed upon the modern period?
3. In which year of the high school should Civics be offered?
4. If English History is offered, in which year of the high school can it be given to best advantage, and what history units, if any, should be prerequisite?

PERSONALS AND LOCALS

Miss Jessie Goneley is teaching history in Alpine High School.

Miss Bess N. Edwards has charge of several history courses in Alvin High School.

The history faculty of Amarillo High School this year is composed of Miss Susie Overton and Miss Lenore Leins.

Mr. Charles Firth has been elected to the chair of history in Allen Academy at Bryan. Mr. Firth is a graduate of Bucknell University and has done some graduate work at Chicago.

Miss Katherine Barnett is teaching history in the Ballinger High School.

Miss Ginevra Dean, who last year received her bachelor's degree from the University of Texas, is engaged in history teaching at Arlington.

Miss Mabel Hewitt is conducting several history courses in Bastrop High School.

"Lupercalia" was defined on one of the examination papers as "the wolf that saved the life of Romeo and Juliet."

C. E. Miller and C. L. Bane are in charge of history teaching at Bay City and Beeville, respectively.

Dr. Frederic Duncalf, who last year held a professorship in the University of Illinois, has been appointed Professor of History in the University of Texas.

Miss Winnie Camp is teaching in Beaumont High School this year.

Miss Annie James has charge of history in the Belton High School, and Miss Edna Hinde in Big Springs.

Several courses in history are offered this year by Bonham High School. They are under the supervision of Mr. Earl Hamilton.

Miss Stella Sanderford has the chair of history in the Bowie High School.

The history work in the Brady High School is conducted by Mrs. W. B. Anderson.

The Misses Thatcher and Moore have charge of history in Corsicana and the Messrs. D. McDonald and B. F. Thomas in Crockett.

Miss Berta Cooper is teaching history in the Britton Training School at Cisco.

Mrs. May H. Dickens supervises the history work in Brownsville High School.

Mr. M. A. Miller has charge of history in Bryan, Miss Eliza Hudson in Burnet, Miss Bessie Curry in Caldwell, Mr. Cleveland Baker in Canyon and Miss Unice Ramsey in the Carthage High School.

Miss Nellie Barker is teaching history in the Center High School.

The history courses in the Childress High School are in charge of Miss Gertrude Goldsmith; in Clarendon under the supervision of Mrs. Effie O'Neill; in Clarksville, Miss Texie Smith; and in Coleman, Mr. Frank R. Murray.

The history faculty of the Cleburne High School is this year composed of Miss Harriet Smither, Mr. L. C. Harling, and Miss Luella Austin.

The following teachers are conducting history courses this year: Miss Nannie Ellis in Colorado High School, Miss Minnie Cunningham in Comanche High School, Mr. O. B. Powell in Commerce, Mr. J. R. Spann in Coronal Institute, San Marcos, and Mr. I. J. Calhoun in Cuero.

An examination paper written by a high school student had the following explanation of chivalry: "One good result of chivalry was that they believed in temperance because they did not believe in drinking wine or strong drinks, so there was less drunkenness then than there is now. A bad result was that they did not place any restraint on divorce and so the family was scattered about everywhere."

Miss Fannie Burns is teaching in the Del Rio High School.

Miss Inez Cartwright has charge of history in the Denison High School.

Mr. R. E. Jackson occupies the chair of history in the Denton High School.

The history courses in Eagle Pass are under the supervision of Miss Ellen Van Houten.

Mr. James F. Johnson conducts several courses in history in the Edna High School.

The following are teaching history in the high schools of this state: Miss Imogene Van Zandt, Ennis; Miss Nora Powell, Farmersville; Miss Onie Harkins, Farmersville; Miss Estella Cohn, Floresville; Miss Grace Mason, Forney; and Miss Winifred Davis, Forney.

The history courses of Fort Worth High School are conducted by Mr. L. W. Newton.

A high school history teacher has sent in the following extract from an examination paper: "Columbus after a successful voyage landed safely in the Mayflower."

Miss Voncile Lidelle is teaching history in Gainesville, Mr. Robert Barton in Gatesville, Miss Hattie Love in Georgetown, and Mr. W. B. Alexander in Giddings.

The history courses of the Graham High School are under the supervision of Mr. E. L. Howell.

Mr. C. E. Jackson and Miss Clara Shell are in charge of history work at Grandview.

The following are teaching history in the state this year: Mr. J. E. McComb at Greenville, Miss Georgia Buck at Henderson, Mrs. Conley at Hamilton, Miss Ella Davenport at Hico, Miss Freddie Sims at Hillsboro, and Miss Ethel Craig at Houston Heights.

Mr. C. E. Pearson has the chair of history in the Houston High School.

Mrs. J. K. Barnes has charge of the history work in Hubbard, Miss Annie Donovan in Huntsville, Miss Doty Tipton in Itasca, Miss I. Ailley in the Kelley School of Austin, and Mrs. L. C. Pullen in Kenilworth Hall.

D. H. Coers is teaching history in Kerrville and R. A. McCurdy in Lockhart.

Miss Z. Daniel has the chair of history in the Ladonia High School, Miss Siddie Robson in La Grange, Miss Alice Eads in Lampasas, Miss Gertrude Lenords in Livingston, and Miss Frances Gray in Llano.

Miss Florence Holliday supervises the history work in the Longview High School.

Mr. Ross Compton has the chair of history in the Nocona High School.

Mr. W. T. Biwers conducts several history classes in Lubbock.

The history work of the Lufkin High School is in charge of Miss Mary Dirickson.

The following teachers are conducting history courses this year: Mr. V. Z. Rogers, in Mansfield, Mr. Stuart Simons in the Marshall Training School of San Antonio, Mrs. A. S. Steele in Marble Falls, Mrs. J. R. Hutchins in Marshall Training School of San Antonio, and Miss Myrtle Miller in the Marshall High School.

Miss Virdian Barham supervises the history work in the Nacogdoches High School, Mr. L. G. Andrews in the Navasota High School, and Mr. Louis Holecamb in the New Braunfels High School.

The history work of the Odessa High School is in charge of Mr. A. H. Plummer.

Mr. A. G. Allison is occupied with history teaching in the Orange High School.

Mr. H. S. Smith has supervision of the history work in Ozona, Miss F. L. Fullenwider in Palestine, Miss Marie McDonnell in Palestine, and Miss A. D. Johns in Paris.

The Abilene history courses are conducted by Mr. George R. Hiatt.

Miss Bessie Robertson teaches history in the Alice High School.

The history faculty of the Pittsburg High School is composed of Miss Rosa Bass and Miss Josephine Hickson.

The following history teachers are engaged in the state high schools: Miss Gertrude De Mauri, Plano; Mr. Frank Young, Pilot Point; Mrs. E. S. Custer, Port Arthur; Mr. J. E. Gist, Quanah; Miss Ellen Smith, Richmond; Miss Lucile Rogers, Rosebud; and Miss Lena Rogan, Rockdale.

Dr. E. C. Barker of the University of Texas had charge of American history in the University of California during the summer session.

Miss E. Dice is conducting the history classes of the Royse City High School.

Miss Lulu Wells, a graduate of the University of Texas, is in charge of the history work in the San Angelo High School.

W. W. Bondurant supervises the history work of the San Antonio Academy; Miss Ora Elliott of the San Augustine High

School; Mr. E. M. Day of the San Marcos High School; and Miss Kleinman of St. Mary's Academy of Austin.

Dr. Marsh of the University of Texas taught in the summer session of the University of Michigan.

Mr. F. L. Flynn is in charge of the history work at San Benito.

T. A. Gullett is teaching history in the San Marcos Baptist Academy.

Mr. W. E. Dunn of the University of Texas spent the summer in Spain, investigating Spanish historical documents.

The history courses of Seguin High School are in charge of Mr. Joseph Saegert.

Mrs. W. A. Baker conducts the history work in Seymour High School.

The following are teaching history in the high schools of the state this year: Miss Beulah Young, Smithville; Miss Mary Bul-lard, Snyder; Mr. J. M. Wilkenson, State Orphan Home; Miss Juliette Wright, State School for the Blind; Miss Julia E. Williams, Stamford; Mr. J. M. Barcus, Stephenville; and Mr. E. C. Soule, Sweetwater.

The history courses of Taylor High School are supervised by Miss Myrtle Jackson; of Terrill School, Dallas, by Mr. Henry Hirt; of Temple High School by Mr. L. F. McKay and Miss Julia Pritchett; and of the Texarkana High School by Miss Lena Bueford and Mr. A. S. Dodd.

Miss L. Hudson occupies the chair of history in the Vernon High School.

The history courses of the Victoria High School are conducted by Miss May Park.

Misses Maude B. Davis and Ivy Cheatham have charge of the history classes of the Waxahachie High School.

The following teachers are engaged in history teaching in the high schools of the state this year: Miss Frankie McMinn, Weatherford; Miss Ada Garrison, Whitis School of Austin; Mr. H. D. Woods, Wichita Falls; Miss C. E. Logan, Winnsboro; and Miss Erma Clegg, Yoakum.

Mr. J. K. Stephens is teaching history in Mart, Mrs. W. Beverley in the McKinney High School, Mr. F. A. Bantwell in Meridian College, and Miss Jewell Hogue in Mineral Wells.

BOOK NEWS

The following recent publications are listed for the information of teachers. Some of them would no doubt make useful additions to the school library, and others may be of interest to the teacher alone. Their appearance in this list is not to be regarded in any sense as an endorsement. They are selected from a more complete list published in *The History Teachers' Magazine*.

American History.

- Bell, E. I. The political shame of Mexico. New York: McBride, Nast. 422 pp. \$2.00 net.
- Blackburn, Mary S. The American Revolution. Wash., D. C.: J. L. Pearson Pt. Co. 60 pp. 50 cents.
- Bolton, Herbert E., editor. Athanase de Mézières and the Louisiana-Texas frontier. In 2 vols. Cleveland: A. H. Clarke Co. (4 bibl.) \$10.00.
- Bowen, John J. The strategy of Robert E. Lee. New York: Neale Pub. Co. 256 pp. \$2.00 net.
- Bradford, Gamaliel. Confederate portraits. Boston: Houghton, Mifflin. 291 pp. \$2.50 net.
- Bridgeport, Conn., Library. Introduction to American history; books for the fifth and sixth grades. Bridgeport, Ct. [The Author.] 7 pp.
- Clark, Daniel E. Compiler. One hundred topics in Iowa history. Iowa City, Iowa: State Hist. Soc. 44 pp.
- Combs, Josiah H. The Kentucky highlands. Lexington, Ky.: J. L. Richardson Co. 44 p. 35 cents.
- Cromwell, John W. The negro in American History. Wash., D. C.: Amer. Negro. Acad. 284 pp. (5 p. bibl.) \$1.25 net.
- Duncan, Fannie C. The child's story of the making of Louisville [Ky] from 1780 to 1826. Louisville, Ky.: J. P. Morton Co. 122 pp. \$1.00.
- Fenwick, Charles G. The neutrality laws of the U. S. Wash., D. C. 201 pp. Gratis.
- Fitch, Abigail H. Junipero Serra, the man and his work. [Early Spanish California.] Chicago: McClurg. 364 pp. \$1.50 net.
- Goddard, Pliny Earle. Indians of the Southwest. N. Y.: Am. Mus. Nat. Hist. 191 pp. 50 cents.
- Goodwin, Cardinal. The establishment of state government in California, 1846-50. New York: Macmillan. 359 pp. \$2.00 net.
- Gordon, Arthur Treat. Foundations of American civilization; an elementary history for 7a. New York: C. E. Merrill. 221 pp. 60 cents.
- Gregory, Thomas B. Our Mexican conflicts. New York: Hearst's Internat. Lib. Co. 158 pp. 50 cents net.

- Haferkorn, H. E., compiler. *The War with Mexico, 1846-48, a select bibliography.* Wash., D. C.: Professional memoirs. Washington Barracks. 93 and 28 pp. 50 cents.
- Hamilton, Joseph G. *Reconstruction in North Carolina.* New York: Longmans. 683 pp. \$4.00.
- Haskins, Frederic J. *The Panama Canal.* Garden City, N. Y.: Doubleday, Page. 386 pp. \$1.35 net.
- Hough, Walter. *Culture of the ancient pueblos of the upper Gila River.* Wash., D. C.: Govt. Pr. Off. 139 pp.
- Panama, the Canal and our relations with Columbia. Wash., D. C.: Govt. Pr. Off. 75 pp.
- Peck, Rufus R. *Reminiscences of a Confederate soldier.* Fincastle, Va.: The Author, R. F. D. 2. 73 pp. 50 cents.
- Perry, Arthur C., and Price, G. A. *American History.* In 2 books. Book 1, 1492-1783; Book 2, 1783-date. N. Y.: Am. Bk. Co. 314, 313 pp. Each 60 cents.
- Read, Benj. M. *Chronological digest of the "documentos inéditos del Archivo de las Indias."* Albuquerque, N. M.: Albright and Anderson. 161 pp. \$1.00.
- Simons, Algie M. *Social forces in American history.* N. Y.: Macmillan. 325 pp. 50 cents net.
- Stephenson, Nathaniel W. *An American history.* Boston: Ginn & Co. 604 pp. \$1.50.
- Smith, Theodore C. *The war between England and America.* N. Y.: Holt. 256 pp. 50 cents net.
- West, Willis M., compiler and editor. *A source book in American history to 1787.* Boston: Allyn & Bacon. 586 pp. \$1.50.
- Wheeler, J. H. *Historical facts of the state of Texas.* Bryan, Texas: Bryan Eagle. 24 pp. 25 cents.
- White, Henry A. *The making of South Carolina.* N. Y.: Silver, Burdett. 344 pp. 65 cents.
- Woodward, W. C. *The rise and early history of political parties in Oregon, 1843-1868.* Portland, Oregon: J. K. Gill Co. 276 pp. (3 pp. bibl.) \$2.00 net.

Ancient History.

- Botsford, Geo. Willis. *A history of the ancient world.* In 2 books. N. Y.: Macmillan. 310, 278 pp. (bibls. each.) \$1.00.
- Bouchier, Edmund S. *Life and letters of Roman Africa.* N. Y. Oxford Univ. 134 p. \$1.40.
- Knowlton, Daniel C., compiler. *Illustrated topics for ancient history.* Phila.: McKinley Pub. Co. 116 pp. 65 cents.

English History.

- Ashley, William J. *The economic organization of England; an outline history.* N. Y.: Longmans. 213 pp. 90 cents net.

- Bland, A. E. *The Normans in England, 1066-1154*. N. Y.: Macmillan. 118 pp. 35 cents.
- Guest, George. *A social history of England*. N. Y.: Macmillan. 209 pp. 40 cents net.
- Heamshaw, F. J. C. *England in the making [before 1066]*. N. Y.: Dodge Pub. Co. 20 cents net.
- Icely, H. E. M. *English history; illustrated from original sources*. N. Y.: Macmillan. 107 pp. 60 cents net.
- Oxford (The). *Survey of the British Empire*. In 6 vols. N. Y.: Oxford Univ. \$21.75 net.
- Perris, George H. *The Industrial history of modern England*. N. Y.: Holt. 306 pp. (10 pp. bibl.) \$2.00 net.
- Robieson, W. D. *The growth of Parliament and the war with Scotland (1216-1307)*. N. Y.: Macmillan. 120 pp. 35 cents net.
- Wells, Herbert G. *Social forces in England and American*. N. Y.: Harper. 415 pp. \$2.00 net.

European History.

- Buelow, Prince von. *Imperial Germany*. N. Y.: Dodd, Mead. 342 pp. \$3.00 net.
- Dawson, William H. *Municipal life and government in Germany*. N. Y.: Longmans. 640 pp. 40 pp. bibl.) \$2.00.
- Dyson, Taylor. *Stories from French history*. Boston: Leroy Phillips. 154 pp. 50 cents net.
- Helfferich, Karl. *Germany's economic progress and national wealth, 1888-1913*. N. Y.: Germanistic Society of Am., 419 West 117th Street. 124 pp. Gratis.
- Marshall, H. E. *A history of Germany*. N. Y.: Doran. 450 pp. \$2.50 net.
- Sloane, William M. *The Balkans*. N. Y. and Cin.: Methodist Book Concern. 322 pp. \$1.50 net.
- Williams, Harold W. *Russia of the Russians*. N. Y.: Scribner. 430 pp. \$1.50 net.

Medieval History.

- Calthrop, M. M. C. *The Crusades*. N. Y.: Dodge Pub. Co. 20 cents net.

Modern History

- Fleischman, Hector. *Behind the scenes in the Reign of Terror*. N. Y.: Brentano. \$4.00 net.
- Hooper, George. *The campaign of Sedan*. N. Y.: Macmillan. 382 pp. 35 cents net.
- McClure, W. K. *Italy in North Africa; an account of the Tripoli enterprise*. Phila.: Winston. \$2.50 net.

Miscellaneous.

- Anderson, Charles L. G., M. D. *Old Panama and Castilla del Oro*. Boston: Page Co. 559 pp. (10½ pp. bibl.) \$3.50 net.
- DeLara, L. Gutierrez, and Pinchon, Edgrumb. *The Mexican people; their struggle for freedom*. Garden City, N. Y.: Doubleday, Page. 360 pp. \$1.50 net.
- Grieve, William F. *History of South America*. Cleveland, O.: Central Pub. Ho. 583 pp. \$2.00 net.
- MacHugh, R. J. *Modern Mexico* . . . with an appendix containing the full text of the Mexican Constitution. N. Y.: Dodd, Mead. 342 pp. \$3.50 net.
- Morris, Charles. *The Story of Mexico*. Phila.: Universal Book and Bible House. 340 pp. \$1.20.
- Starr, Frederic. *Mexico and the United States*. Chicago: Bible House. 441 pp. \$3.50.
- Terry, T. P. *Mexico; an outline sketch of* . . . [its] history from the earliest times to the present. Boston: Houghton, Mifflin. 89 pp. 75 cents net.
- Wu Ting Fang. *America through the spectacles of an original diplomat*. N. Y.: Stokes. 267 pp. \$1.60 net.

Biography.

- Coe, Fanny E. *Makers of the nation*. N. Y.: Am. Book Co. 384 pp. 4 pp. bibl.) 56 cents.
- Gribble, Francis H. *The life of the Emperor Francis Joseph*. N. Y.: Putnam. 363 pp. \$3.75 net.
- Ogg, Frederic A. *Daniel Webster*. Phila.: Jacobs. 432 pp. (4 pp. bibl.) \$1.25 net.

Government and Politics.

- Beard, Charles A., and Beard, Mary R. *American citizenship*. N. Y.: Macmillan. 330 pp. \$1.00 net.
- Evans, Chas., and Bunn, C. O. *Oklahoma history and civics*. Oklahoma City, Okla.: Bunn Bros. 244 pp. 60 cents.
- Kawakami, Kiyoshi K. *Asia at the door, a study of the Japanese question*. N. Y. and Chicago: Revell. 269 pp. \$1.50.
- Lynch, Frederick H. *What makes a nation great?* Chicago and N. Y.: Revell. 120 pp. 75 cents net.
- McLaughlin, A. C., and Hart, A. B. *Cyclopedia of American government*. In 3 vols. Vol. I, *Abbatoris, Finality*. N. Y.: Appleton. 732 pp. Complete. \$22.50 net.
- Nixon, Lewis. *The canal tolls and American shipping*. N. Y.: McBride Nast. 243 pp. \$1.25 net.
- Taft, William H. *The United States and peace*. N. Y.: Scribner. 182 pp. \$1.00 net.

The History Teacher's Magazine is published monthly, except July and August. It is edited under the supervision of a committee of the American Historical Association with Dr. Albert E. McKinley of Temple College, Philadelphia, as managing editor. It maintains the following departments: History in the Secondary Schools, History in Normal and Elementary Schools, Reports from the Historical Field, Bibliography of History, Periodical Literature, Recent Historical Publications. The subscription price is \$2.00 a year; to members of history teachers' associations \$1.00. The magazine is indispensable to teachers who desire to keep abreast of the latest developments in history teaching. Send subscriptions to McKinley Publishing Company, 1619-1621 Ranstead Street, Philadelphia, Pa.

